



# Abstract Submission Guidebook



We hope you enjoy and find this Submission Guidebook helpful as you consider sending in your proposal for this year's conference.

This document may be updated regularly, so you should return and grab a refreshed/updated copy for reference.

*Last update: 9/13/24  
By: CKB*

# Conference Theme

## Artistry x Science

*Discovering and Enhancing  
the Application of Sexology &  
Sexual Wellness*



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In an era where interdisciplinary approaches are reshaping our understanding of complex human experiences, this year's annual conference seeks to bridge the gap between the empirical and the experiential. Welcome to the forefront of innovation in sexology, where the artistry of therapeutic, counseling and educational interventions and methodology converge with empirical research to illuminate the multifaceted dimensions of human sexuality.

Our conference theme, "Artistry x Science: Discovering and Enhancing the Application of Sexology & Sexual Wellness," invites you to explore the dynamic interplay between creative expression, application, education and knowledge in the ever-expanding field of sexuality for an increasingly diverse world. Join us for a transformative experience that celebrates the synergy between culturally-relevant and informed research, knowledge, and application. Together, we will connect the synthesis of these domains to the advancement of personal and societal well-being in the realm of human sexuality.





# Your 2025 Conference Committee

## Conference Co-Chair



### **Christopher K. Belous, PhD LMFT CST CSE**

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Chris (also known as “Dr. B”; he/him/his) was the 2024 Conference Chair, and will continue to serve as the chair for 2025. Following which, he is excited to transition to Past Chair for the 2026 conference. The former Treasurer of AASECT (2020–2024), he has been an active and engaged member of AASECT since 2015.

Outside of Dr. B’s work with AASECT, he is an Associate Professor and Director of the Couple & Family Therapy Graduate Programs and Services at Purdue University Northwest. He is licensed in multiple states as an LMFT (Systemic Therapist), AAMFT Approved Supervisor, holds dual AASECT Certification as a Sex Therapist and as Sex Educator, as well as having earned many other certifications in education, teaching, gay affirmative psychotherapy, and other advanced trainings. As an academic scholar, clinician, and educator, he has focused his career on sex and sexuality, from an intersectional queer-informed social justice lens. He has published 20+ peer reviewed articles, numerous book chapters, national guidelines (Clinical Guidelines for LGBTQIA Affirming MFT; AAMFT, 2022), and presented at (inter)national conferences over 40 times. In addition to his academic appointment, he is also the Clinical Reviews Editor for the Journal of Sex and Relationship Therapy – an international journal for the College of Sexual and Relationship Therapists (London, England). He has been described as an outgoing extrovert with a tenacious attitude and a zealous appreciation for organization.

## Conference Co-Chair



### **Neil Sampson, MS LMFT CST**

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Neil is a person-centered Marriage and Family Therapist, known for his dedication to education, tenured professional experience, and commitment to community involvement. He graduated from Hope International University with his Master’s in Marriage and Family Therapy in 2010. Neil’s undergraduate education was in Theatre with an emphasis in Technical Theatre Production from the University of California, Riverside. His early academic career instilled a passion for the arts and an overall love for all things created in passion.

As a licensed Marriage and Family Therapist in both Washington, Idaho, and Florida, Neil supports individuals and relationships along their mental/relational/sexual journey. Additionally he is an adjunct professor at Seattle Pacific University, teaching a Human Sexuality and Sex Therapy course for PhD students. Neil also enjoys educational programming that helps a variety of professionals with their professional goals to become AASECT certified sex therapists/counselors.

Neil’s professional journey includes leadership roles in various healthcare settings, such as CHI Franciscan Health and MultiCare Health Systems, where he managed programs and services related to mental health and adolescent behavioral health. His expertise extends to areas like social services, care management, and development strategy.

Neil is an AASECT Certified Sex Therapist, providing specialized care in intimacy, religious trauma and overall sexual health. He received his training/supervision in Sex Therapy from NWIOI. Neil has also trained in EMDR from The Creative Mindfulness Institute, and trained in Gottman Couples Counseling. Beyond his clinical work, Neil has served in several community initiatives including the Key Free Community Clinic board, the Gig Harbor Arts Commission, and Multicare Bridges Center for Grieving Children. In his personal life he is a dedicated spouse and father, and enjoys working in the yard/garden.





# Your 2025 Conference Committee

## President



### **Lexx Brown-James, PhD LMFT CSE-S**

president@asect.org

Lexx Brown-James, PhD, LMFT, CSE, CSES (She|Her|Dr) is a Black, fat, pansexual, southern, parent. She is one of 3 sexuality educators of color supervisors and has worked on AASECT's Bylaws, Conference Planning, Certification Task Force, and Board for the past 8 years. As an educator, Lexx guest lectures, and collaborates with organizations to perpetuate shame-free sex education from womb to tomb. Lexx is also an LMFT sex therapist, who runs The Institute for Sexuality & Intimacy, LLC where she primarily supports others to build, create, maintain, and perpetuate intimacy. Lexx also volunteers time as a mentor and colleague in the field to various sexuality professionals. Her passion is to remove obstacles that have kept people from accessing education, experience, position, and pleasure. She hopes to continue to remove obstacles and build more opportunities at AASECT for all.

## Chair, Professional Education Steering Committee



### **Eliza G. Boquin, MA, LMFT, CST**

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Eliza Boquin (she/her) is the founder of the Flow & Ease Healing Center, Inc. in Houston, Texas, where she specializes in guiding individuals through the complexities of shame and trauma towards healthier, more pleasure-filled lives. She is also the co-founder of Melanin & Mental Health, LLC, which is deeply dedicated to breaking down barriers to mental wellness in Black/Brown communities. Eliza is passionate about assisting individuals to reclaim their narratives and pursue paths toward healing and liberation. She is committed to fostering safe, affirming, and inclusive spaces where all individuals can thrive.

*Remaining Committee Members  
to be announced soon!*



# Logistics and Staff Support



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*Thank  
you!*

*Our Conference would not be possible without the tireless work of the Staff and Volunteers who make it happen! Countless hours go into making this weekend possible - and all too often we overlook this hardwork. Thank you, thank you, thank you!*



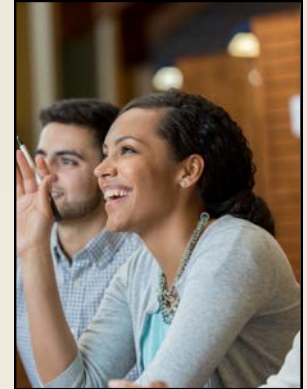
# Session Types

## Pre-conference Workshop

Duration: 4 hours

Pre-conference workshops offer highly interactive, focused sessions for conference attendees. These highly individualized sessions are not included in the conference package and must be registered and paid for separately. We welcome submissions that reflect new and innovative ideas in the field and will significantly advance the knowledge and skills of attendees.

Presenters are encouraged to utilize a comprehensive educational approach that might include a blend of lectures for foundational knowledge, discussion-based learning for critical thinking, experiential learning through interactive activities, problem-based learning for real-world application, and collaborative learning to enhance teamwork and communication skills.



## Sexuality Attitude Reassessment (SAR)

Duration: Total of 14 hours of content, over two 8-hour long training days



A SAR is a process-oriented seminar that uses lecture, media, experiential methods, activities and small group discussions to guide an introspective process for participants. The objective of a SAR is to give attendees the opportunity to explore their attitudes, values, feelings and beliefs about sexual behaviors and identities and how these impact their professional interactions. The SAR is not a traditional academic experience to disseminate cognitive information, nor is it psychotherapy directed toward the resolution of personal problems. It is a psycho-educational experience, and as such is a highly personal, internal exploration that will be different for each participant. Small group discussions have demonstrated efficacy in achieving this self-exploration and awareness and is essential to the SAR process. For the annual conference, the SAR is not geared solely toward therapists, educators, or counselors - but is a general foundational SAR for all.

## Intensive Training Session

Duration: 3 hours

This session type offers a deep dive into advanced educational practices, clinical skills and techniques, or specific knowledge-based learning that is tailored for professionals seeking to enhance their expertise in specialized areas of practice. Participants will engage in a rigorous learning experience, where they may work through complex case studies, practice advanced interventions, and receive direct feedback from expert clinicians/educators. The training is designed to build proficiency in critical clinical competencies, with an emphasis on applying evidence-based practices in real-world settings. Ideal for practitioners and educators committed to refining their craft, this session type provides an immersive environment that promotes skill development, critical thinking, and professional growth.





# Session Types

## Poster Presentation

Duration: 1 hour presentation window with audience circulation

*(Additional encouraged 10 minute asynchronous video presentation with weblink (QR))*



Poster Presentations are interactive events where researchers and practitioners share their work through large posters displayed on boards or stands. These short research or application presentations provide summary information on a specific study, model, concept or intervention. During the one hour long poster session, many authors will simultaneously present their posters while the audience circulates and stops to discuss posters of particular interest with the authors. Poster presenters are kindly asked to bring handouts of their poster, or provide a digital handout to be downloaded by interested conference attendees.

The conference committee recommends including a 10-minute virtual presentation alongside poster presentations. This addition will enable attendees to engage with the posters throughout the conference and hear directly from the presenters, even in their absence. It also provides an opportunity for participants to interact with the poster sessions remotely. Our technical team can assist in generating a QR code to be included on your poster, linking directly to your video presentation.

## Expert Panel/Dialogue

Duration: 1-1.5 hours

The Expert Panel/Dialogue is a dedicated session block for curated panel presentations focused on shared themes. Each dialogue panel will consist of at least two, maximum of three, panelists who will present 10-15 minute briefs on their respective ideas or concepts related to the theme, along with a panel facilitator. Following these presentations, there will be a facilitated dialogue between the panelists and the audience to further explore the connections and contrasts between the ideas discussed. The aim of these panels is to foster a respectful, engaging environment that allows for the exploration of both complementary and divergent perspectives. We recommend submitting for a one-hour session, unless a 90-minute format is essential to the topic. Please designate one individual from your curated panel to submit your proposal, with the option to add co-authors (fellow panelists) during the submission process.



## Innovation and Development Session

Duration: 1 hr

This session is designed to showcase groundbreaking ideas, emerging methodologies, and innovative practices that broaden the perspective of human sexuality and the clinical/educational experience. Presenters will share novel concepts, tools, or approaches that have the potential to significantly impact research, education, or practice. Each presentation will highlight the development process, challenges encountered, and the anticipated or demonstrated outcomes. The session will foster a dynamic exchange of ideas, encouraging feedback and discussion from attendees to further refine and advance these innovations. This is an ideal platform for those who are pioneering new directions and wish to inspire and engage the community with their forward-thinking contributions.





# Session Types

## “101” “201” “301” Workshops

Duration: 1-1.5 hours

A workshop is a 60–90 minute session designed to present techniques, strategies, models, methodologies, and/or research pertinent to the field of sexuality, with particular attention to the overarching conference theme. Workshops should actively engage participants and aim to introduce new insights or deepen existing knowledge. Audience interaction and engagement are highly encouraged. One-hour presentations will be the standard format, but in special circumstances, a 90 minute workshop may be offered.

### “101” Workshop

A foundational session designed for beginners (or those who need/want refreshers on foundational knowledge), focusing on introducing basic techniques, strategies, models, methodologies, and/or research relevant to the field of sexuality, with an emphasis on the conference theme. These workshops aim to build fundamental knowledge and are focused on transmitting knowledge and training.

### “201” Workshop

An intermediate session that delves deeper into specific techniques, strategies, models, methodologies, and/or research in the field of sexuality, aligned with the conference theme. These workshops are tailored for participants with some prior knowledge, aiming to expand on existing concepts and foster a more nuanced understanding through active engagement.

Workshops in this area may have more engagement with audience participation, specific to experiential learning through potential role plays, exercises that focus on the synthesis of learned knowledge, and other opportunities to strengthen the topical area. Additionally, workshops at the 201 level will assume pre-learned knowledge, and will not spend as much time covering or reminding participants of foundational concepts.

### “301” Workshop

An advanced session intended for experienced professionals, offering in-depth exploration of specialized techniques, strategies, models, methodologies, and/or research in the field of sexuality, with a strong focus on the conference theme.

These workshops are designed to challenge participants, encouraging deep discussion and critical analysis, with extensive audience interaction and engagement. No foundational or fundamental concepts are to be presented in these workshops, as it is assumed that participants will already be knowledgeable and well versed in the field.





# Session Focus

This year, the conference will allow proposals to select a primary and secondary focus. What this will do is clearly align and guide the proposal, and ensure a distribution of session focuses throughout the conference plan. While the primary focus areas align with many of the certification areas of AASECT, they are not solely designed for those seeking or holding certification in that area. While many – if not most – sessions may cover more than one primary or secondary focus, we ask each presenter to select only one primary and secondary focus.

## Primary Focus Types



### Education

Sessions with a focus in education will be centered on enhancing pedagogical methodologies, increasing skill sets in foundational or advanced knowledge areas of sexual health and wellbeing, community based intervention, workshop development or applications of program evaluation, curriculum development, administrative techniques or strategies, or the process of providing sex education to individual persons, couples, dyads+, groups, or communities. One possible goal of an education-focused session is to foster professional development, exchange ideas, and discuss improvements in educational outcomes.



### Counseling

Sessions focused on counseling are designed to provide information on how to realistically resolve concerns through the introduction of problem solving techniques of communication as well as providing accurate information and relevant suggestions of specific exercises and techniques in sexual expression. Sexuality counseling is generally short-term and client-centered, focusing on the immediate concern or problem, often focused on the biopsychosocial model. Sexuality counseling is not sex therapy, and is not intensive in nature.



### Therapy

A therapy-focused conference presentation is a professional talk aimed at discussing innovations, techniques, case studies, or research in therapeutic practices. Sessions focused on therapy will highlight clinical and psychotherapeutic interventions for the purpose of alleviating psychosexual concerns or difficulties. Therapy-focused sessions often have in depth and intensive applications for longer term sexual health or psychosexual difficulties. A session focused on therapy may include foundational through advanced training in theory, approaches, applications, and/or interventions.



### Research

A research-focused conference presentation is a formal, structured talk where researchers share their findings with an audience of peers, experts, and professionals in their field. A session focused on research may present emerging, synthesized, or new empirical evidence to support the advancement of psychosexual applications.



### Supervision

A supervision-focused conference presentation is typically aimed at discussing topics related to overseeing and guiding pre-licensed or pre-certified professionals or students. It often explores best practices, challenges, and strategies for effective supervision.



### Ethics

An ethics-focused conference presentation is designed to address ethical issues, dilemmas, and frameworks relevant to the field of sexual health and well being. The primary focus is on exploring ethical principles, challenges, and solutions to guide decision-making and professional conduct.



# Session Focus

## Secondary Focus Types



### General Knowledge

General knowledge in psychosexual health and wellbeing encompasses a broad understanding of the psychological, emotional, and physical factors that influence sexual health, relationships, and overall well being. This area focuses on promoting healthy attitudes and behaviors related to sexuality, addressing mental and emotional aspects of sexual experiences, and providing education to foster positive sexual health outcomes.



### Clinical Applications

Clinical applications involve the use of therapeutic strategies, interventions, and clinical approaches to address issues related to sexual health, intimacy, and relationships.



### Methodological or Theoretical Development

Methodological or theoretical development refers to the advancement of frameworks, models, and research techniques used to understand and address sexual health issues. This area is focused on refining existing theories or creating new ones to better explain human sexuality, sexual behavior, and the psychological aspects of sexual wellbeing, as well as improving methods for studying these topics.



### Research Based or Focused

Research based or focused sessions involve the application of research and empirical evidence to support our understanding and the synthesis of knowledge related to sexual health and well being.



### Bio/Medical Integration

Biomedical integration in psychosexual health and wellbeing refers to the incorporation of biomedical approaches and findings into the understanding and treatment of psychosexual issues. This may include the exploration of biological, medical, and physiological perspectives and how they intersect with psychological, emotional, or educational approaches to provide a more comprehensive approach to sexual health.



### Justice, Equity, Diversity, and Inclusion

Justice, Equity, Diversity, and Inclusion (JEDI) as a session focus involves exploring principles and practices that promote fairness, representation, and equal opportunities for all - particularly those who have been silenced, oppressed, or underrepresented. This session would address how to create more inclusive environments and ensure that diverse perspectives are respected and valued.



### Business Practices

A business practice focused session is designed to address key operational, strategic, and managerial aspects of running a successful business. It serves as a platform for discussing proven strategies, emerging trends, and practical tools that can help people or organizations enhance their performance, adapt to market changes, and achieve their objectives.



# Submission Requirements

## Required Information to Provide

The first part of any abstract submission will be to provide all of your, and any co-authors', information - including:

- Full name
- Credentials, including degrees, field of study, license/certifications, etc.
- Current professional positions and information
- Contact info
- Basic Demographics

## Type of Session

Next, you will need to select the type of session / learning experience you are submitting for consideration. Check out the options above, in session type descriptions, to see what works for what you had in mind. There are a bunch of different options, and surely something will fit with your plans.

## Session Focus

This year, we are also requiring all submitters to send in a primary and secondary session focus. This will not only help us in planning out a truly engaging conference, but will also allow us to share that info with attendees so they can more accurately attend sessions that are of specific interest.

## Components of Abstract

You'll then move in to the 'meat' of the abstract - submitting the following:

- A brief abstract (100 words)
- A long abstract (300 words)
- Learning Objectives (1 per hour, 1 minimum - suggest 2 to 3)
- Outline of the program (1,000 words)
- Proposal Narrative and Specific Aims connected to Learning Objectives (2,500 words)
- References & Citations (minimum of 5 per hour)
- A brief paragraph connecting the proposal to conference theme (500 words)
- Selection of alignment with Core Knowledge and Training Areas

## Policies & Agreements

Finally, the abstract submission will wrap up with some additional information about you and your co-presenters. You'll agree to the various policies for consideration, and then you are all set!

## *What happens after Submission?*

Our goal is to review and select attendees well in advance of the conference, and in a timely manner, so that efficient planning may take place to prepare for travel. All submissions will receive full consideration, with selections being made by **January of 2025**.

## *Will I receive Feedback?*

This year, we are also committed to providing feedback to all presenters (albeit not detailed individualized feedback, but general feedback). If your submission is not selected, you can expect to receive feedback on your presentation by the end of **February, 2025**.





# How to write successful Learning Objectives

Learning objectives are the crux and foundation upon which any successful presentation is built. It should be where any author starts, and then moves forward with the design of the presentation. A successful learning objective is defined, succinct, specific, actionable and measurable.

*Questions to consider/ask yourself as you are developing learning objectives:*

- When someone leaves your workshop/presentation - what will they have gleaned/learned or what skills will they have developed?
- How will you ensure or know that your workshop/presentation was successful? Is there something going into the development that is measurable?
- What is the 'take away' or 'walk home thoughts' that a participant will have after the session?

A learning objective is similar to a therapeutic treatment goal. It should be specific, yet not focused on a singular concept. It should be detailed, yet succinct. It should be active and focused on achievement/outcomes, as opposed to general.

Each learning objective should start with a 'stem' that is actionable. Consider, "After participating in this session, attendees will be able to ...."

## Example Learning Objectives

*Examples that Need Work*

- After participating in this session, attendees should be able to explain how to work with pelvic floor issues.
- After participating in this session, attendees should be able to reproduce information related to sex therapy with oppressed groups.

*Good Examples*

- After participating in this session, attendees will be able to describe three interventions for use with aging populations experience genital-pelvic pain during sexual activities.
- After participating in this session, attendees will be able to categorize sexual activities and behaviors as either coercive or non-coercive.

## AASECT Approved Verbs for Objectives

Rate Recall List Recognize  
Report Distinguish Construct Employ Relate Select  
Classify Create Integrate  
Describe Analyze Design Recite  
Name Compare Apply Compile Illustrate  
Use Identify Contrast Assess Critique  
Interpret Discuss Categorize Organize Sort  
Explain Compute Evaluate Solve  
Revise Plan Formulate Utilize  
Review Demonstrate Restate Write

We prefer that you use the action / verb words to the left. We have identified them as most pertinent to the conference theme, and overall goals. You can, however, utilize other action and taxonomic verbs that are better related to your learning objective and proposal.



# How to write successful Learning Objectives

## Bloom's Taxonomy

One theory that may be helpful to consider in developing your learning objectives is Bloom's Taxonomy created by Benjamin Bloom (1956). Not only will this theory help you in understanding what kind of learning objective you'd like to incorporate or use in your session, but it provides a series of verbs and language that can be helpful in development.

### Bloom's Taxonomy Verbs

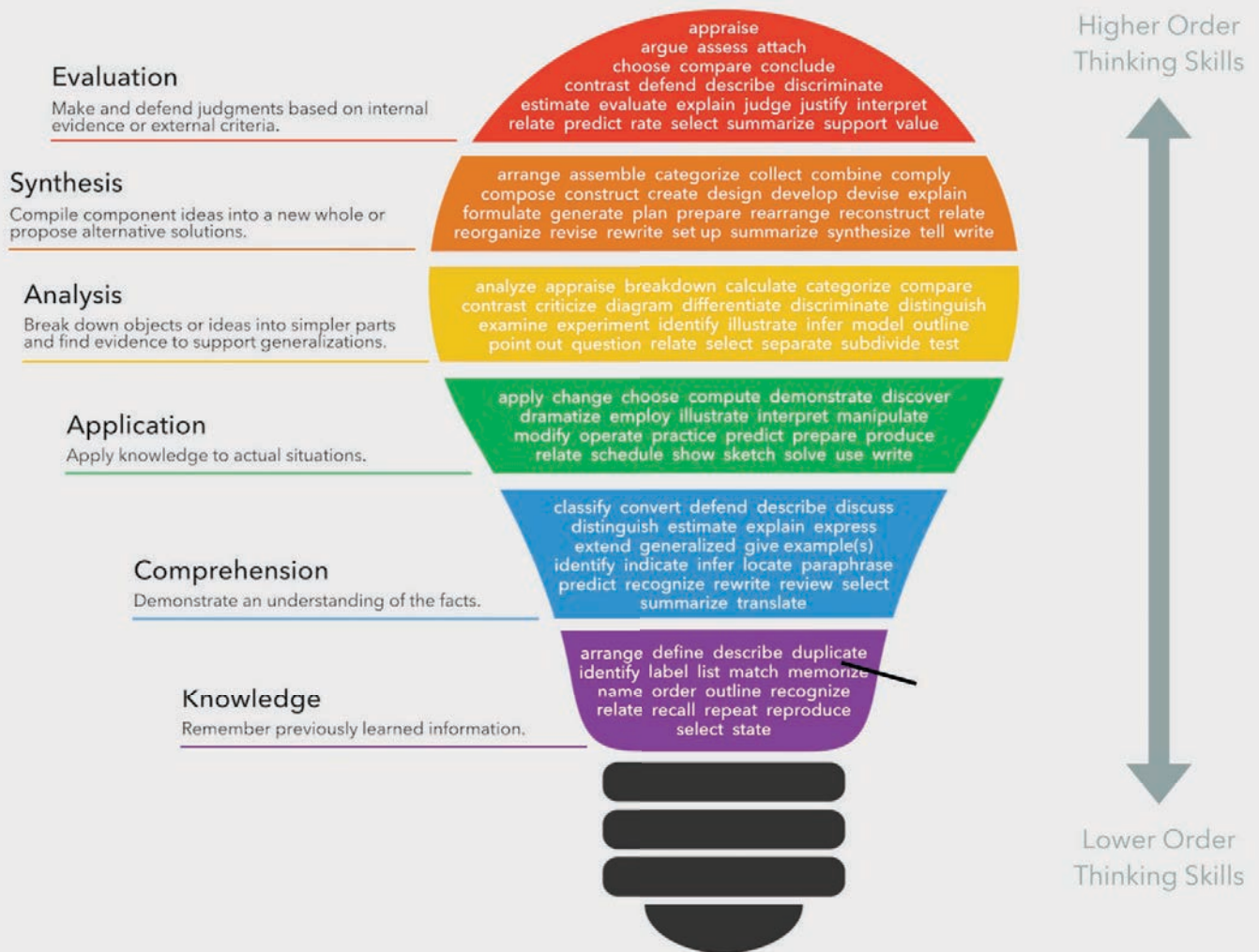


Figure. Bloom's Taxonomy displayed as a light bulb.

Description: A light bulb of multiple colors, split into 6 areas, arranged from lower order thinking skills to higher order thinking skills. The lightbulb contains verbs, categorized into the 6 areas of Bloom's Taxonomy.

### Resources & References

- Vanderbilt University – Center for Teaching – Bloom's Taxonomy  
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- University of Arkansas – Using Bloom's Taxonomy to write Learning Objectives  
<https://tips.uark.edu/using-blooms-taxonomy/>
- Bloom's Taxonomy, information and diagrams  
<https://bloomstaxonomy.net/>

